

## **NCLB Highly Qualified Teachers Implications/Challenges and Opportunities of NCLB for Institutions of Higher Education**

1. Framework for partnerships with MDE, University, Professional Organizations, and local school districts must be provided by MDE to support the coherency of work around the NCLB initiatives.
2. Changes in advising will need to take place.
3. Definition of educational leaders(ship) must be clear based on NCLB and Michigan's expectations.
4. Increased role for university's role in professional development and implications at the university level of approved/valued professional activity.
5. Principals' certification grounded in subject areas- curriculum-yet changing role of principals- site-based management.
6. Professional development defined to be descriptive of work and thinking over time e.g. study groups.
7. Induction tied to teachers' work in schools-not just to a masters program in a new area that may be of interest or have a desire to enter.
8. Rethink 18 hours beyond initial certification- what can it look like and involve.
9. Accountability requires demonstrating significance of the program.
10. Review of education leadership programs.
11. Problems with NCLB
  - a. Scientific research-validation
  - b. Direct teaching emphasis
  - c. Ability to recruit and retain required number of teachers based on the high quality criteria
12. Not enough data yet to recommend changes to NCLB initiative.
  - a. Does NCLB have merit or have previous definitions produced achievement that is more credible?
13. Role in legislative process-
  - a. IHE has no common voice
  - b. What is the appropriate role for higher education leaders
  - c. Connection between language arts, sciences, etc. and education
    - i. Plus teaching by education professors

### **Opportunities:**

1. Clarifies role of advising within IHE.
2. Encourages certification of principals.
3. Offers a greater role for IHE in preparing principals
4. Expands commitment to NBPTS
5. Encourages a rethinking how IHE advises teachers regarding the 18 hours above the provisional certificate
6. Provides potential for IHE personnel to work on long-term PD with/in the local districts.
7. Opens the need for courses in research for teachers.
8. Creates the necessity for IHE be more accountable-What is the program putting out? What is the evidence we are doing what the program claims?
9. Provides more opportunities for credit-based partnerships with ISD and local districts.
10. Opens potential of IHE research on effectiveness of pedagogy.
11. Provides a call for clearly articulated problems with rationale of NCLB
12. Creates clear need for IHE informational ties with legislators
13. How/What is common voice of IHE?